

SUMMIT PARKWAY MIDDLE

200 Summit Parkway
Columbia, South Carolina 29229

GRADES K-8 Elementary School

ENROLLMENT 1,464 Students

PRINCIPAL Mr. Sig Tanner 803-699-3580

SUPERINTENDENT Stephen W. Hefner, Ed.D. 803-738-3236

BOARD CHAIR William McCracken 803-469-8536

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
19	14	1	0	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

NO

This school met 23 out of 25 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	No
2004	Excellent	Good	No

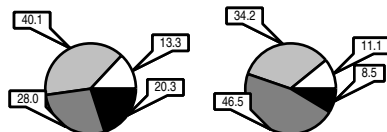
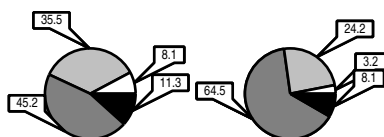
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

88.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	1,407	99.7	20.6	43.4	30.1	6.0	47.3	Yes	Yes
Gender									
Male	701	99.6	26.1	43.5	27.0	3.4	41.2		
Female	706	99.9	15.1	43.3	33.1	8.5	53.4		
Racial/Ethnic Group									
White	544	99.5	10.7	37.1	41.3	10.9	66.1	Yes	Yes
African-American	781	100.0	27.3	48.9	21.6	2.3	33.5	Yes	Yes
Asian/Pacific Islanders	23	100.0	15.0	15.0	55.0	15.0	75.0	I/S	I/S
Hispanic	47	97.9	31.0	40.5	26.2	2.4	40.5	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	1,271	99.9	17.2	44.0	32.3	6.5	50.6		
Disabled	136	97.8	55.2	37.1	6.9	0.9	13.8	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	1,407	99.7	20.6	43.4	30.1	6.0	47.3		
English Proficiency									
Limited English Proficient	25	100.0	57.9	21.1	15.8	5.3	21.1	I/S	I/S
Non-Limited English Proficient	1,382	99.7	20.0	43.7	30.3	6.0	47.7		
Socio-Economic Status									
Subsidized meals	398	99.8	30.9	49.7	18.3	1.0	29.8	Yes	Yes
Full-pay meals	1,009	99.7	16.3	40.8	34.9	8.0	54.6		

Mathematics - State Performance Objective = 15.5%									
All Students	1,407	99.8	21.1	38.9	21.8	18.2	51.9	Yes	Yes
Gender									
Male	701	99.7	22.0	38.8	20.6	18.5	50.5		
Female	706	99.9	20.1	39.0	22.9	18.0	53.2		
Racial/Ethnic Group									
White	544	99.5	11.6	30.9	26.9	30.7	69.9	Yes	Yes
African-American	781	100.0	27.7	45.5	17.9	8.9	39.0	Yes	Yes
Asian/Pacific Islander	23	100.0	15.0	10.0	40.0	35.0	75.0	I/S	I/S
Hispanic	47	100.0	27.9	39.5	18.6	14.0	37.2	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	1,271	99.9	17.6	39.0	23.6	19.9	55.9		
Disabled	136	98.5	56.4	38.5	3.4	1.7	11.1	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	1,407	99.8	21.1	38.9	21.8	18.2	51.9		
English Proficiency									
Limited English Proficient	25	100.0	52.6	21.1	10.5	15.8	26.3	I/S	I/S
Non-Limited English Proficient	1,382	99.8	20.6	39.2	21.9	18.3	52.3		
Socio-Economic Status									
Subsidized meals	398	99.8	30.1	46.1	17.0	6.8	35.3	Yes	Yes
Full-pay meals	1,009	99.8	17.3	36.0	23.7	23.0	58.7		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	21	100.0	4.8	28.6	57.1	9.5	66.7
	Grade 4	22	100.0	13.6	27.3	59.1	N/A	59.1
	Grade 5	21	100.0	4.8	52.4	33.3	9.5	42.9
	Grade 6	411	99.0	26.6	35.7	28.0	9.6	37.6
	Grade 7	445	98.9	19.6	50.6	26.8	3.0	29.8
	Grade 8	491	98.6	19.2	45.8	31.7	3.3	35.0
2004	Grade 3	22	100.0	N/A	4.5	77.3	18.2	95.5
	Grade 4	20	100.0	N/A	25.0	70.0	5.0	75.0
	Grade 5	20	100.0	10.0	45.0	45.0	N/A	45.0
	Grade 6	428	100.0	28.5	35.6	31.1	4.8	35.9
	Grade 7	436	99.5	22.1	48.8	25.6	3.5	29.1
	Grade 8	481	99.6	17.3	48.8	25.5	8.4	33.8
Mathematics								
2003	Grade 3	21	100.0	14.3	9.5	33.3	42.9	76.2
	Grade 4	22	100.0	9.1	31.8	36.4	22.7	59.1
	Grade 5	21	100.0	4.8	38.1	33.3	23.8	57.1
	Grade 6	411	100.0	17.2	31.9	28.1	22.9	51.0
	Grade 7	445	100.0	24.1	36.1	20.1	19.7	39.8
	Grade 8	491	99.8	20.2	52.8	15.7	11.3	27.0
2004	Grade 3	22	100.0	N/A	45.5	50.0	4.5	54.5
	Grade 4	20	100.0	5.0	35.0	45.0	15.0	60.0
	Grade 5	20	100.0	20.0	25.0	40.0	15.0	55.0
	Grade 6	428	100.0	20.7	38.5	21.9	19.0	40.9
	Grade 7	436	99.5	20.4	35.4	22.3	21.8	44.1
	Grade 8	481	99.8	26.7	44.0	15.8	13.5	29.3

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 1,464)				
First graders who attended full-day kindergarten	100.0%	N/C	98.4%	100.0%
Retention rate	2.1%	Up from 2.0%	1.8%	2.7%
Attendance rate	96.3%	Up from 96.1%	96.8%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.3%		2.4%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.3%		2.5%	3.5%
Eligible for gifted and talented	22.0%	Down from 23.9%	26.7%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.7%	Up from 8.0%	6.6%	8.2%
Older than usual for grade	1.2%	Down from 1.4%	0.5%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.6%	Down from 4.1%	0.0%	0.0%

Teachers (n= 92)				
Teachers with advanced degrees	69.6%	Up from 67.7%	55.0%	51.4%
Continuing contract teachers	85.9%	Up from 82.3%	88.3%	87.5%
Highly qualified teachers**	90.4%	N/A	96.6%	95.0%
Teachers with emergency or provisional certificates	8.3%		0.0%	0.0%
Teachers returning from previous year	87.7%	Up from 87.3%	87.9%	86.7%
Teacher attendance rate	96.3%	Up from 95.7%	95.4%	94.9%
Average teacher salary	\$42,588	Up 1.1%	\$42,525	\$40,760
Prof. development days/teacher	17.7 days	Up from 12.1 days	11.1 days	12.4 days

School				
Principal's years at school	5.5	Up from 4.5	5.3	4.0
Student-teacher ratio in core subjects	21.7 to 1	Down from 22.5 to 1	20.6 to 1	18.9 to 1
Prime instructional time	91.2%	Up from 91.0%	91.1%	90.0%
Dollars spent per pupil*	\$5,325	Down 0.5%	\$5,719	\$6,044
Percent of expenditures for teacher salaries*	61.8%	Down from 69.8%	66.1%	65.9%
Opportunities in the arts	Fair	Down from Good	Good	Good
Parents attending conferences	92.2%	Up from 90.1%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.4%	92.0%
Highly qualified teachers in high poverty schools**	95.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Students, parents, faculty, and staff at Summit Parkway Middle School and at the Center for Inquiry (CFI), a K-5 magnet program, are proud to work together to create an exemplary learning community. As a part of the network of Professional Development Schools, we continue to collaborate with The University of South Carolina by mentoring undergraduate and graduate teaching interns and through publishing, writing grants, and conducting research with USC faculty. This past year, the SC Department of Education recognized both Summit Parkway and CFI. Summit was an Exemplary Writing School and CFI was recognized with the Palmetto Gold Award. One of the highlights of our year was the selection of Linda "Cookie" Winburn as the South Carolina State Teacher of the Year. Other notable achievements include:

4 additional teachers became National Board Certified making a total of 19 teachers now certified. Nine teachers are currently National Board Candidates.

All CFI faculty are certified or are seeking National Board Certification.

7 students were selected for All State Band, 49 were selected for Region Band, 49 eighth graders were named as Junior Scholars, 98 seventh graders qualified for the Duke TIP program, 11 received TIP Honor Roll, and 22 of CFI's fourth and fifth graders qualified for the Duke MAP program.

Important curricular highlights at SPMS include the development of Single Gender Leadership classes, service learning opportunities for all students, and the implementation of On-line Criterion Writing Assessment in language arts classes. SPMS continues to increase opportunities for parent involvement through expanded Parent Curriculum Nights and a variety of resources available on the school website.

CFI's inquiry curriculum continues to be a national model, hosting hundreds of visitors each year. A new book by CFI teacher Tim O'Keefe (with Mills and Jennings), *Looking Closely and Listening Carefully*, examines literacy and inquiry. CFI faculty continue to be featured nationally through publications, presentations, and videos.

SPMS and CFI are proud to provide educational excellence for their students.

Mr. Sig Tanner, Principal, Summit Parkway Middle School

Ms. Faith Dupree, Chair, School Improvement Council

Dr. Lyn Z. Mueller, Lead Teacher, Center for Inquiry

Mr. Chris Beckham, Chair, School Improvement Council

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

Number of surveys returned

Percent satisfied with learning environment

Percent satisfied with social and physical environment

Percent satisfied with home/school relations

*Only students at the highest elementary school grade level at this school and their parents were included.

Teachers Students* Parents*